DOCUMENT RESUME

ED 324 602 CG 022 858

AUTHOR	Curwin, Richard L.
TITLE	Entering Adulthood: Developing Responsibility and A Curriculum for Grades 9-12. Contemporary Health Series.
SPONS AGENCY	Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO	ISBN-1-56071-018-7
PUB DATE	90
NOTE	93p.; For other titles in this series, see CG 022 854-857.
AVAILABLE FROM	Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Decision Making; High Schools; *High School Students; *Locus of Control; *Responsibility; *Self Control

ABSTRACT

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module uses eight activity-based lessons to help 9th through 12th graders make better life choices through understanding their own power and their role in creating what happens to them. This module focuses on responsibility in a personal sense, beginning with a lesson designed to introduce the issue of responsibility. Lesson 2 develops the general concept of locus of control and introduces students to the differences between internality and externality. Lessons 3 and 4 deal with the sub-skills of predicting and planning. Lesson 5 presents a model for learning from mistakes as one of the great benefits of the application of locus of control. Lesson 6 focuses on effective communication as a way to increase personal responsibility for interacting with others. Lesson 7 focuses on allowing students to develop rules for each other and for the teacher. The eighth and final lesson explores how students can experience more joy from school when they perceive themselves as active members of a classroom community. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324602

ENTERING ADULTHOOD

Developing Responsibility and Self-Discipline

Richard L. Curwin, EdD

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

S. Bignell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

C6022858

CONTEMPORARY HEALTH SERIES
Kathleen Middleton, MS, Series Editor
2

ENTERING ADULTHOOD:

Developing Responsibility and Self-Discipline

ENTERING ADULTHOOD:

Developing Responsibility and Self-Discipline

A Curriculum for Grades 9-12

Richard L. Curwin, EdD

Contemporary Health Series
Kathleen Middleton, MS, Series Editor

Network Publications, a division of ETR Associates
Santa Cruz, CA • 1990

Network Publications' Contemporary Health Series

Into Adolescence (for grades 5-8)

Choosing Abstinence
Enhancing Self-Esteem
Learning About AIDS
Learning About Reproduction and Birth
Living in a Family
A Time of Change (puberty)
Avoiding Drugs
Communicating Emotions
Becoming a Health-Wise Consumer
Making and Keeping Friends
Living Without Tobacco

Entering Adulthood (for grades 9-12)

Connecting Health, Communication and Self-Esteem
Coping with Sexual Pressures
Living in Relationships
Preventing Sexually Related Disease
Understanding Reproduction, Birth and Contraception
Balancing Stress for Success
Understanding Depression and Suicide
Examining Drugs and Risks
Developing Responsibilty and Self-Discipline
Planning Life Directions

© 1990 by Network Publications, a division of ETR Associates.
All rights reserved. Published by Network Publications,
P.O. Box 1830, Santa Cruz, CA 95061-1830.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Cover design: Julia Chiapella
Illustrations:
p. 17, 33, 73: Steven Baird
p. 45, 59, 61: Ann Smiley

Title No. 394

Library of Congress Cataloging-in-Publication Data

Curwin, Richard L.
Entering adulthood: developing responsibility and self-discipline.

(Contemporary health series)
Bibliography: p.
1. Adolescent psychology—Study and teaching (Secondary). 2. Social skills—Study and teaching (Secondary). 3. Life planning—study and teaching (Secondary). I. Title II. Series.

HQ761.C18 88-72940
ISBN 1-56071-018-7 CIP

This curriculum was made possible, in part, by a grant from the Walter S. Johnson Foundation. The opinions expressed in this curriculum are those of the author and do not necessarily reflect the opinions of the Walter S. Johnson Foundation.

DEDICATION

This book is dedicated to Allen Mendler, my dear friend and colleague. You have enriched my life beyond my ability to express gratitude. Thanks for everything.

—RLC

ACKNOWLEDGMENTS

The author wishes to gratefully acknowledge the contributions of the following people for their valuable assistance in the development of this project:

Kathleen Middleton, ETR Associates; Netha Thacker, ETR Associates; Joyce Fetro, San Francisco; Brian Adams, Northampton, Mass.; Maria Natera, Aptos, Calif.; Sonia Hinds, Washington, D.C.; Kim DeAndrade, Chelsea, Mass.; Sherry Samples, Kansas City, Mo.; and David Curwin, San Francisco.

CONTENTS

Editor's Preface ix

Introduction 1

- Overview 3
- Objectives 4
- Time 5
- Instructional Strategies 5
- Teacher Responsibilities 6
- Evaluative Methods 7
- A Note of Encouragement 8

Lessons

1. Accepting Responsibility 9
2. Who's in Charge? 21
3. The Art of Prediction 37
4. Take Time to Plan 49
5. Learning from Mistakes 67
6. Effective Communication 79
7. Rules, Rules, Rules! 93
8. The Classroom as Community 105

Appendix

- References 111

EDITOR'S PREFACE
Contemporary Health Series

Health educators and practitioners know that prevention of health problems is far more desirable than treatment. The earlier the knowledge and skill to make healthful decisions are instilled, the greater the chance a healthful lifestyle will be adopted. School is the logical place in our society to provide children, adolescents and young adults the learning opportunities essential to developing the knowledge and skills to choose a healthful life course.

The **Contemporary Health Series** has been designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. The long range goals for the **Contemporary Health Series** are as follows:

Cognitive Students will recognize the function of the existing body of knowledge pertaining to health and family life education.
Affective. Students will experience personal growth in the development of a positive self-concept and the ability to interact with others.
Practice. Students will gain skill in acting on personal decisions about health-related life choices.

Within the **Contemporary Health Series** there are two curricular divisions: Into Adolescence for middle school teachers and Entering Adulthood for high school teachers. The Into Adolescence modules focus on several different health and family life topics. Modules addressing puberty, AIDS, the family, self-esteem, reproduction and birth, sexual abstinence, and drug, alcohol and tobacco education have been developed by skilled author/educators.

Entering Adulthood includes reproduction, birth and contraception, health behavior, communication and self-esteem, AIDS and other STDs, relationships, sexual abstinence, and drug, alcohol and tobacco education.

All the authors are, or have been, classroom teachers with particular expertise in each of the topic areas. They bring a unique combination of theory, content and practice resulting in curricula which weave educational learning theory into lessons appropriate for the developmental age of the student. The module format was chosen to facilitate flexibility as the modules are compatible with each other but may stand alone. Finally, ease of use by the classroom teacher has driven the design. The lessons are comprehensive, key components are clearly identified and masters for all student and teacher materials are provided.

The **Contemporary Health Series** is intended to help teachers address critical health issues in their classrooms. The beneficiaries are their students, our children, and the next generation.

Kathleen Middleton, MS, CHES
Series Editor

INTRODUCTION

When I was first approached about writing a curriculum to teach secondary school students about *responsibility*, I was very excited. After writing three books on discipline for teachers in the last ten years, I relished this opportunity to write directly for teenagers. Now that my three sons are all teenagers, my energy couldn't be higher. After all, anything that might promote responsibility in teenagers would be a wondrous thing, indeed.

Frustration replaced excitement when I started writing. It's one thing to desire that teenagers develop responsibility. It's quite another for teenagers, themselves, to want to be responsible. I often tell new secondary teachers that teenagers live in the twilight zone between being babies and functioning as adults. I pictured those students who sit in the back of the class, seemingly as far away from responsible behavior as they are from Mars. I envisioned them trying some of the lessons I had in mind for this project. I easily imagined the sly comments and jokes that would spread like a virus through the class, destroying the lesson.

The same question replayed over and over in my mind. *Can students actually learn to be responsible through a designed classroom curriculum?* Responsibility cannot be learned by reading about it, nor can it be learned through class discussion. The only test for responsible behavior is conducted after the fact, by looking at the results of the choices.

Thus, the conditions for direct teaching and learning about responsibility are not generally congruent with classrooms. This is not to say that students do not learn about responsibility in

school. They learn about it every day. My question was whether students can learn to be responsible through structured class activities.

In all honesty, I still do not know the answer to this question. But I sincerely believe that students can, and should, practice skills that lead to responsible behavior. I believe these skills can be taught in the classroom. And I believe great progress can be made, even with the Martians in the back of the room, by gently yet firmly encouraging practice with the skills. After all, soon these half-babies, half-grownups will be expected to be mature, responsible, functioning adults. The more tools we can give them, the better.

In some ways, learning about responsibility in a school setting makes a great deal of sense. If we view the classroom as a laboratory for life, then it becomes a wonderful place to try various experiments. Laboratories in science are a safe place to try experiments, because negative consequences are minor and learning is often major. The same is true for experiments in responsibility. Lessons learned on the street could have major negative consequences, but in the classroom, the negative consequences are relatively harmless.

Many of the lessons in this module encourage students to examine their behavior in the classroom and use classroom interactions as a conceptual framework. This design allows students to experiment in a relatively safe environment. Examples and strategies are offered to help students transfer learning to the world outside of school. I am proud to offer the lessons in this module as helpful steps in that direction. The more you can help students with the transfer process, the more likely the essence of the lessons will take root and grow.

This book reflects the strong underlying belief in children that has earmarked my professional writing for the last 20 years. Children make the best decisions they can, based on the information they have. They are not perfect little creatures; neither are they naturally malicious or destructive.

Teenagers may look like trouble, but that doesn't mean they are. When my oldest son was a junior in high school, I gave him permission to have a small end-of-the-year party. He invited about 20 classmates, but 100 showed up. My house overflowed with teenagers dressed in various uniforms from punk to preppie. I was uncomfortable, a little frightened and suspicious, especially of the weirdest-looking of the group.

My son and I came to an agreement that about 80 kids had to go. He asked a number of his friends to help him thin out the crowd. I was more than a little surprised to find that the most helpful and most courteous of the group were the boys who scared me most. I learned a powerful lesson that evening: even adults who genuinely like teenagers can be frightened by them when they gather in numbers larger than three. I remembered times when I was a teenager that I thought adults hated me because of my age, my clothes and the way I spoke.

How many shop owners, police officers, restaurant managers or teachers go out of their way to make teenagers feel welcome? Teenagers, especially, need a supportive environment with

people who understand their needs and the great changes they are going through. Ask adults if they would relive their teenage years, and you will rarely hear an affirmative answer. Teenagers, even the most troubled teenagers, respond positively to teachers who care about them, who listen to them, who take a stand for them.

The issue of "rights vs. responsibility" is germane to the goal of this module in a social sense. In order to have rights and to ensure that those rights are preserved, students must honor their responsibilities. For example, to retain the right to drive, a student must drive in a responsible manner.

However, this module focuses more on responsibility in a personal sense. When the word is broken into its root parts, it becomes *response-ability*, or the ability to respond. Therefore, responsibility will be used throughout this module to describe how choices are made and how to understand the meaning of those choices. Ultimately, students who make good choices demonstrate responsible behavior in the social sense.

The activities in this module are designed to help students make better choices through greater understanding of their own power and their role in creating what happens to them. But like all activity-based books, the lessons require much more from the teacher. It is not enough to mechanically follow the steps. Three additional ingredients must be added to the recipe—energy, enthusiasm and the internal passion for learning that all great teachers have.

These lessons will come to life with teachers who see them as experiences to be fully felt, who understand the difference between a writing assignment called a *journal* and keeping a record of insights and personal growth. Teaching responsibility can be as dull as doing a grammar activity from *Warner's*. Or it can influence the lives of students in significant and long-lasting ways. Your energy will make the difference.

This module grew in large part from my work with Dr. Allen N. Mendler, which we call "Discipline with Dignity." The Association for Supervision and Curriculum Development has published our book by the same name. The model of discipline described in the book goes hand in hand with the lessons in this module.

Overview

The module begins with a lesson designed to introduce the issue of responsibility. The next three lessons are related to the concept of locus of control. Lesson 2 develops the general concept of locus of control and introduces students to the differences between internality and externality. Lessons 3 and 4 deal with the sub-skills of predicting and planning.

The following two lessons use the themes of responsibility and locus of control to change important behaviors. Lesson 5 presents a model for learning from mistakes—one of the great benefits of the application of locus of control. Lesson 6 focuses on effective communication, thereby increasing personal responsibility for interacting with others.

The last two lessons are related to developing the classroom as a community. Lesson 7 focuses on allowing students to develop rules for each other and for the teacher. This process is a very successful component of my work in discipline and significantly helps develop community spirit (Dowaliby, Curwin and Quinsland, 1984).

The culminating lesson explores how students can experience more joy from school when they perceive themselves as active members of a classroom community.

There are significant differences in the way various cultures view and teach responsibility. My way of confronting this issue was to deal with concepts and skills that are, by and large, universal to most groups.

Do not be alarmed if the goal, the structure or the vocabulary of a given lesson does not feel comfortable for you. Simply modify the words, alter the structure or go on to the next lesson in the module.

Objectives

Lesson 1 *Accepting Responsibility*

- Students will be able to explain the meaning of being responsible for the outcome of their behavior.
- Students will be able to identify evaluation criteria to use in determining which situations they can and cannot influence through their own behavior.

Lesson 2 *Who's In Charge?*

- Students will be able to define locus of control.
- Students will be able to differentiate between situations that are internally focused and those that are externally focused.

Lesson 3 *The Art of Prediction*

- Students will be able to explain why prediction is an important life skill.
- Students will be able to predict the outcomes of real-life decisions in their own lives.

Lesson 4 *Take Time to Plan*

- Students will be able to explain why planning is an important life skill.
- Students will be able to evaluate and redesign their plans.

Lesson 5	*Learning from Mistakes*	■ Students will be able to identify strategies to learn from their mistakes. ■ Students will be able to describe how they block themselves from learning from mistakes.
Lesson 6	*Effective Communication*	■ Students will be able to describe passive-aggressive and aggressive behavior. ■ Students will demonstrate direct communication in real-life situations.
Lesson 7	*Rules, Rules, Rules!*	■ Students will be able to identify classroom rules for each other that promote responsible behavior. ■ Students will be able to identify classroom rules for the teacher that facilitate responsibility and respect.
Lesson 8	*The Classroom as Community*	■ Students will be able to identify elements of a classroom community. ■ Students will synthesize an approach to make their classroom more of a community. ■ Students will demonstrate personal commitment to the classroom as a community.

Time

The time indicated for each lesson is an approximate measure, based on a 45-50 minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Instructional Strategies

There are a myriad of instructional strategies available to today's teacher. A large variety are found within the module. I have chosen to offer my definition of the following strategies, as I consider these process strategies *key* to the success of many lessons.

Journals

Journals are a personal record of experiences. Unlike diaries, journals are usually focused on growth issues, problems and insights. They can be significant tools for learning. I suggest that prior to beginning the first lesson, you ask students to keep a journal. Each lesson has specific journal entries as part of the evaluation process.

Students will have specific writing assignments throughout the module, but that does not preclude the writing of other entries either directly or indirectly related to the module. Independent journal entries should be continually encouraged.

Journals are personal and contain information that students may not wish to share. When I have used journals, I have never required that they be shared with me or anyone else. Using journals in the classroom means the teacher must trust that they are being written without actually reading them.

You might ask students to keep all information they do not want to share in a separate section or to use separate pages that can be sealed, so you can check the progress documented in the journal. Another strategy is to ask to see impersonal written summaries of insights and discoveries based on journal entries.

Small Groups

Throughout the lessons, you will find directions to form groups of two or three. Rarely are larger groups used. For the lessons in this module, small groups work best. However, the group size is not written in stone. Feel free to modify the size of groups to meet your students' needs and your own comfort with group work. Many of the small group activities can be structured as cooperative learning group activities.

Roleplays

Not every student is comfortable with roleplaying. It helps to ensure that students have the option to select a different type of participation. Some alternatives are:

- Develop scenarios for the roleplay.
- Coach those who will roleplay.
- Coach during the roleplay. With this strategy, roleplays are halted in the middle or just before the conclusion. Participants then confer with a coach, who gives suggestions to the actors for improving or enhancing the roleplay.
- Observe or analyze and comment after the roleplay. This works best when the student is given specific guidelines for observing and for giving feedback.

Roleplays work best when the directions are clear, the time alloted matches the time needed, the goal of the roleplay is clearly stated and each student knows his or her responsibility. As the classroom teacher, you know your students and their learning needs and styles better than I do. Your method of forming groups and giving directions for this activity will work better than any prewritten recipe.

Teacher Responsibilities

Groundrules

To help maintain a sensitive and positive atmosphere, classroom groundrules should be established before beginning the lessons in this module.

It is usually helpful if students participate in the process of identifying the groundrules they want to follow during the lessons. One very important groundrule is that students have the right to pass on any question they feel is too personal for class discussion.

Responsible Behavior

This module teaches self-responsibility. When students become more responsible, they make choices based on their perceptions of what is best. Sometimes, they make choices that are different from ours. Although it is difficult to support the choices we do not prefer, there are occasions when we must do so for the overall good of the student.

If teachers do not reinforce responsibility in dealing with student behavior in other parts of the curriculum, then students will receive a mixed message. They may perceive responsibility as something that occurs on Tuesday morning at nine o'clock.

The underlying value base in this module promotes an open acceptance of students as responsible people. I hope that value base permeates all interactions in the classroom, not only those described in this book.

Modifications

Please feel free to modify procedures, examples, instructions and guidelines to better fit your students' backgrounds and the unique nature of your classroom. You may also change the order of lessons in any way that feels comfortable to you. Different readers of this module have found logic in a variety of organizations. The possibilities will vary for every classroom.

Evaluative Methods

Teachers traditionally assume responsibility for judging students' work. However, work in human development requires a nonjudgmental, facilitating approach.

Understanding this principle doesn't always make it possible to follow it. It takes a great deal of effort, and constant self-monitoring, to keep inappropriate judgments from creeping in. If you find yourself making an occasional judgment, it won't greatly affect the lessons. But regular use of judgments will harm the learning process.

I suggest that evaluation of student perceptions, student decision making and student reflections should be avoided. You can evaluate whether an assignment was completed. Throughout the module, suggestions are offered regarding teacher evaluation.

Good luck. I hope you have as much joy in teaching these lessons as I have had in developing them.

A Note of Encouragement

Learning responsible behavior is a lifelong process. I am still learning it. Teenagers, as they participate in the activities presented in this module, will not immediately be converted into adults. Nor should they be. Some will make steps forward and some will take steps back. Some will do a little of both.

Even with all the wonderful skills learned in this module, they will still, at times, behave like children. They will still, at times, be as enthusiastic about being responsible as they are about learning the story of Magellan.

There is no need to become discouraged. Our goal is to provide skills, not to expect miracles. As long as we treat teenagers with dignity and provide training in the appropriate skills, they will respond positively in the long run. And it is always the long run that matters.

LESSON 1

ACCEPTING RESPONSIBILITY

Objectives

Students will be able to explain the meaning of being responsible for the outcome of their behavior.

Students will be able to identify evaluation criteria to use in determining which situations they can and cannot influence through their own behavior.

Time

Two class periods.

Overview

This lesson introduces the concept of responsibility by examining what students can and cannot control in various classroom situations. Students will learn the first step in taking responsibility for their actions—knowing when their actions can make a difference in what happens. Students use a worksheet and work in small groups to develop guidelines for determining responsibility.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Pen for marking on transparency.
- ✓ Chalkboard and chalk or butcher paper and markers.

COPY:

- ✓ **Who's Responsible?** worksheet, one for each student; have an additional copy for each group of three students.

PREPARE:

- ✓ Complete the **Who's Responsible?** worksheet yourself before using it with your students. Use your experience to anticipate student questions and issues related to the lesson.

MAKE:

- ✓ Transparency of **Responsibility**. You may also want to make a poster with this statement for display throughout the module.
- ✓ Transparency of **Control Chart**.

Key Information

When students understand what they can and cannot influence, they are more likely to accept the real consequences of their behavior. They reduce their excuse making and, ultimately, make better decisions.

Teaching students to accept responsibility for their behavior has some risk to it. Some students may become defensive about how responsible they are in the classroom. Protect the right of reluctant students to keep their thoughts and feelings private until they are ready to share them.

Whenever possible, use yourself as an example. Demonstrate that no harm will come to those who share examples that do not necessarily portray them in the best possible way.

Emphasize to students that in this lesson and throughout the module that there are no wrong answers to the questions raised here. As a teacher, be aware that explicit and implicit judgments will kill the process.

Procedure

■ Show students the **Responsibility** transparency and optional poster. Read the statement "We are responsible for the outcome of our behavior."

Tell students that this simple thesis has been the center of debate among philosophers throughout the ages. Every psychological theory is based on assumptions about this thesis. The Nuremberg trials after World War II—and more recently, the curious case of Oliver North—tried to apply this thesis. Everyone eventually must come to grips with it.

Tell students about stars who never learned to read in school, such as football player Dexter Manley of the Washington Redskins. At first, Manley blamed the system, but later he faced his problem and returned to school for reading classes. When Manley was suspended from the NFL for his involvement with drugs, he demonstrated great courage by accepting his responsibility for the problem.

We are responsible for the outcome of our behavior. This module is written with the belief that this thesis is as true as anything that is conceptualized from the human mind can be true. The belief that students can learn to accept responsibility for their behavior and therefore make better decisions and choices follows from this thesis.

■ Tell students that the first step in the long, hard journey to accepting responsibility is to recognize the situations that we can influence by our choices. Discuss the differences between situations students can control and those they can't. Give two or three examples of each. Use the **Control Chart** to provide some common examples. Ask students to brainstorm other examples in each category. Record these on the transparency.

■ Distribute the **Who's Responsible?** worksheet, and explain the directions. In Step 1, students read each situation to determine whether the person involved had control. In Step 2, students decide if they would feel responsible for the outcome in each situation. Students should write a brief explanation of their decision for seven or eight situations of their choice.

Divide the class into triads. Tell students to discuss their responses in the groups. Tell each group to pick two situations that were

difficult to categorize. Suggest that students pick situations they have experienced themselves, if possible.

Ask each group to think of two or three guidelines (criteria) to determine whether the student is responsible in any situation. List the responses on the chalkboard and discuss them. Narrow the list down to four or five guidelines.

The following list of example guidelines should be used carefully. Don't allow students to rely on these examples for their answers. Reserve examples for times when your students are truly stuck, even after you've given them gentle encouragement, subtle hints or obvious clues. Remember, responsibility in these examples is a matter of perception.

I am responsible	***I am not responsible***
I have more than one choice.	I only have one choice.
I determine some of my choices.	All my choices are determined by either parents or teachers.
I don't always have to get in trouble.	No matter what I do, I get in trouble.
There are things I can do to control myself even when I get emotional.	When I get emotional, I get out of control.

■ Tell groups to use these guidelines to review the situations on another copy of the **Who's Responsible?** worksheet. In a class discussion, ask if the guidelines made it easier for students to determine responsibility.

Evaluation

Have students write a short essay explaining what "being responsible for our own behavior" means to them.

Ask students to apply the guidelines developed during this lesson to at least five situations during the next two weeks. Tell students to keep a record of this experiment in their journals, noting the situation, the guidelines used and whether they decided they were responsible.

TEACHER

Responsibility

We are responsible for the outcome of our behavior.

TEACHER

Control Chart

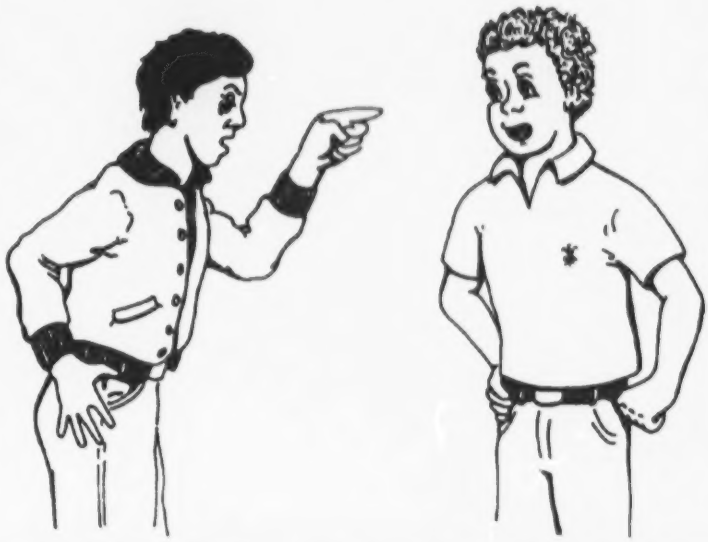
Students Cannot Control	*Students Can Control*
school rules	whether to follow the rules
dress code	what they wear
criteria for honor society	how much they study
requirements for graduation	what courses they take
architectural barriers for the disabled	whether they write a letter of complaint or not

STUDENT

Who's Responsible?

Directions: Step 1: Read each situation and decide if the individual involved was in control or not. Mark each with either ***C*** for **In control** or ***NC*** for **not** in **control**.

Step 2: If you were involved in each of the following situations and made these decisions, would you feel responsible? Would you feel you had no other choice? If you would not be responsible, then who would be? Explain your answers to 7 situations.



Situations	*In/Not In Control*	*Who's Responsible?*	*Explanation Why or Why Not?*
1. You get into a fight after another student pushes you in the hall or calls you a bad name or embarrasses you.			
2. You don't do your homework because the assignment is too difficult and too long.			
3. You copy a friend's test because you don't know the material and must pass the class to remain on the team.			
4. You miss the bus and arrive late to school.			
5. You are late to class after lunch because you had to wait 25 minutes in line to get your food.			

STUDENT

Situations	*In/Not In Control*	*Who's Responsible?*	*Explanation Why or Why Not?*
6. Everyone in class is talking, but you are the one who gets caught.			
7. You didn't do the homework because you were absent and the teacher didn't give you the make-up assignment.			
8. A bunch of kids in class make fun of you for most of a class period. Finally, you explode and swear at them in front of the teacher.			
9. The teacher asks you a question, and you don't know the answer. You sit there and don't say anything.			
10. Someone throws a wad of paper at you. You throw it back.			
11. You don't do your homework because family fights and problems make it impossible to work at home.			
12. You get caught with a bottle of liquor in your locker. It's not yours; a friend asked you to keep it for him or her.			
13. You are 15 minutes late for class because a friend had to tell you about a serious problem in his or her latest romance.			

LESSON 2

WHO'S IN CHARGE?

Objectives

Students will be able to define locus of control.

Students will be able to differentiate between situations that are internally focused and those that are externally focused.

Time

Two class periods.

Overview

This lesson is designed to introduce the concept of *locus of control.* Students explore the meaning of this concept and the difference between internal and external orientations. A class exercise allows students to apply the concept to real-life situations. Worksheets and a writing assignment help students recognize whether they can control the outcomes of their decisions and actions.

Teacher Materials and Preparation

HAVE:

✓ A large sheet of newsprint or butcher paper.

COPY:

✓ **Internal or External** worksheet, one for each student.

✓ **Who's in Control?** worksheet, one for each student.

REVIEW:

✓ **Teacher Background Information**.

Key Information

The concept of *locus of control* (place of control) is central to the understanding of responsibility. An internal locus of control is the perception that we control the outcomes of our decisions and actions. An external locus of control is the perception that we are powerless to control the outcomes of our decisions and actions.

The locus of control is based on our perceptions. What we believe, regardless of what is true, affects our sense of responsibility.

Being responsible does not necessarily mean being more internally focused. People who are most responsible understand how much influence they have in a given situation and respond accordingly. The first lesson in locus of control is to develop an accurate understanding of how much influence a student has in any given situation.

Procedure

■ Discuss the definition of *locus of control* —place of control— with students. Explain that if the control of a situation is within you, the locus of control is called internal. If the control of a situation is outside you, the locus of control is external.

Give students these examples:

- If someone hits your car while you are stopped at a stop sign, the locus of control is external.
- If you hit someone's car because you were fiddling around with your stereo, the locus of control is internal.

Show students the **Orientation** transparency, and review the additional examples with them.

■ Distribute the **Internal or External** worksheet. Allow students time to read and complete it. Then ask students if they have any questions about the differences between internal and external locus of control. Do they understand why each example is classified the way it is on the worksheet?

Review the correct answers on the **Internal or External *Key***. Ask students for additional examples of both internal and external situations.

■ Use the following activity, a process by which students are put into pairs, to further develop their understanding of locus of control. Students are specifically formed into pairs. Then a discussion is held about their feelings related to the pairing process.

Use the following specific technique to group students in pairs:

- Have every student stand.
- Divide the class into half *1*s and half *2*s.
- Ask each *2* to pick a *1* to form a pair.

Ask the class which number had internal locus of control, which had external. Ask various *1*s to share how they felt. Ask *2*s.

Make a list on the newsprint or butcher paper of the positives and negatives reported by representatives of each number.

Examples of possible responses include:

#	***Positive***	***Negative***
1	"I wouldn't be rejected because I didn't have to ask."	"I might have had to reject someone I didn't want as a partner."
2	"I got to ask the person I most wanted to be with."	"I might have been too nervous to ask the person I really wanted."

■ Give each pair of students a copy of the **Who's In Control?** worksheet. Tell students to decide as a pair if the situation is an example of internal or external control. Allow all pairs time to share their answers and reasons in a class discussion.

Ask each partnership to write a scenario similar to the one on the worksheet. Ask four or five partnerships to read their scenarios to the class. Ask for volunteers to give their opinions about which characters felt internal control and which characters thought control was external.

Evaluation

Have students write a working definition of locus of control for themselves. Have them include examples of both internal and external locus of control situations. Read the definitions for student understanding of the concept.

Ask students to keep a record in their journals of some of the events or situations in their lives over a two-week period. Tell students to analyze the situations to determine whether control was internal or external. They should record their findings in their journals.

Teacher Background Information
LOCUS OF CONTROL

The original concept of locus of control defined people as either internal or external, i.e., people were oriented either to one or the other. Later research led educators to believe that an either/or forced choice was less accurate than a continuum with internal on one end and external on the other. This new concept allowed a more precise method of determining one's orientation.

Current thinking has taken the concept one step further. Educators and psychologists now see both internal and external as independent variables. An individual may be high or low internal and/or high or low external depending on the situation. The two scales are independent of each other.

Most theorists believe that these ratings are not static, but vary from situation to situation.

Examples

Internal:

I passed the test because I studied.

I failed the test because I didn't study.

In these examples, whether the student passed or failed the test is irrelevant. What is relevant is whether the student ***believes*** he or she is responsible for the outcome.

External:

I passed the test because the teacher likes me.

I failed the test because it wasn't fair.

In these examples, the perceptions reflect the lack of responsibility the student feels, regardless of how accurate the answers are.

For about a week before you teach this lesson, try classifying situations in your own life as internal or external. For more information on locus of control, read some of the sources listed in the appendix.

Orientation

Students in a science class are given an assignment to build a model of the solar system in a month's time.

1. Adam and Betty failed to complete the assignment.

- Example: Internal Orientation

  Adam only finishes one planet, Earth, in the allotted time. He then feels like a failure, saying, "If I tried harder, I could have done it."

- Example: External Orientation

  Betty thinks failure is not her responsibility, saying, "If the craft store had been open last Sunday, I wouldn't have been late."

2. Charlie and Donna completed the assignment.

- Example: Internal Orientation

  Charlie completed the project on time, and feels good about the continued effort he made to finish the job, saying, "I really worked hard to make that model. Looks good, doesn't it!"

- Example: External Orientation

  Donna feels the only reason the assignment was completed was that a parent helped. She says, "I was just lucky Mom is good at building models."

STUDENT

Internal or External

Directions: Read the following examples of situations in which control is either internal or external. Then identify the remaining situations as either ***Internal*** or ***External***.

Examples

Internal	***External***
You got an "A" on a test because you studied before taking it.	You got an "A" on a test because you were lucky.
You overslept because you forgot to set your alarm.	You overslept because your alarm clock broke during the night.
You did your chores around the house because you are part of a family and you feel good about doing your part.	You did your chores around the house because your parent threatened to ground you if you didn't.
You got caught smoking because you weren't careful.	You got caught smoking because the teacher had it in for you.
You got pregnant because you didn't use protection.	You got pregnant because you are very unlucky.

1. You turned in a wallet with $50 in it because you believed it was the right thing to do. _____
2. You turned in a wallet with $50 in it because your teacher said you had to. _____
3. A favorite sports team lost even though you cheered it on. _____
4. You lost a tennis match because you did not practice. _____

TEACHER

Internal or External

Key

Directions: Read the following examples of situations in which control is either internal or external. Then identify the remaining situations as either ***Internal*** or ***External***.

Examples

Internal	***External***
You got an "A" on a test because you studied before taking it.	You got an "A" on a test because you were lucky.
You overslept because you forgot to set your alarm.	You overslept because your alarm clock broke during the night.
YYou did your chores around the house because you are part of a family and you feel good about doing your part.	You did your chores around the house because your parent threatened to ground you if you didn't.
You got caught smoking because you weren't careful.	You got caught smoking because the teacher had it in for you.
You got pregnant because you didn't use protection.	You got pregnant because you are very unlucky.

1. You turned in a wallet with $50 in it because you believed it was the right thing to do. ***Internal***
2. You turned in a wallet with $50 in it because your teacher said you had to. ***External***
3. A favorite sports team lost even though you cheered it on. ***External***
4. You lost a tennis match because you did not practice. ***Internal***

STUDENT

Who's in Control?

Directions: Read the scenario, and then answer the questions.

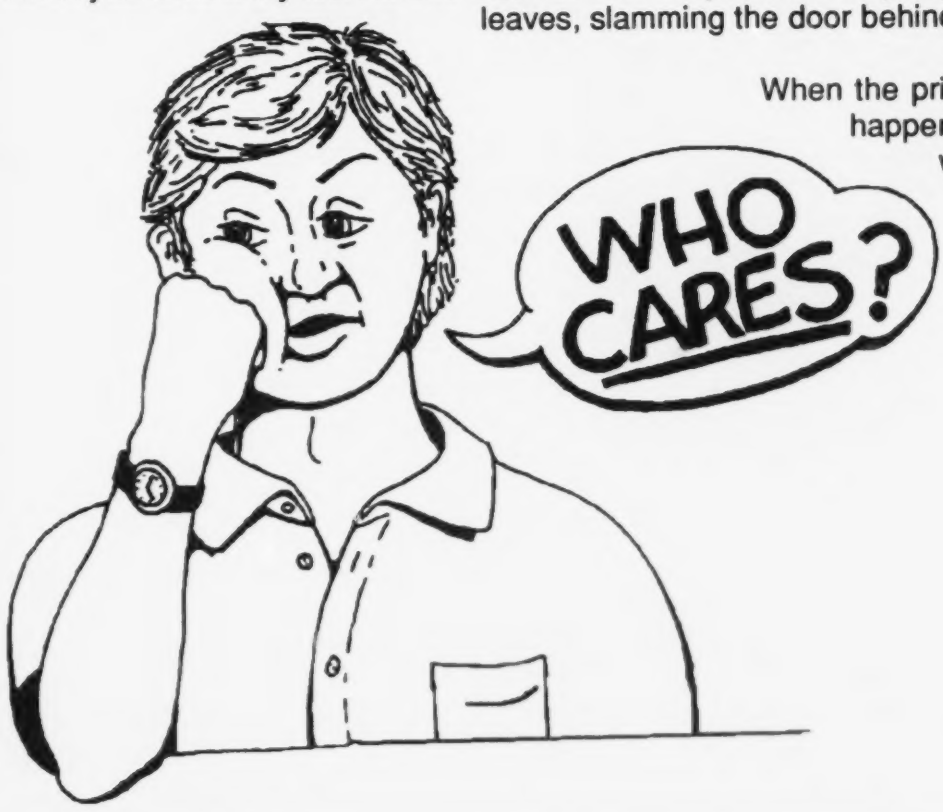
Mick is having a bad week. Everything seems to be going wrong for him—home, work, you name it. His friends (who don't know what a terrible week he's having) decide to play a joke on him by stealing his books. Mick arrives in class without his books or homework.

His teacher, Ms. Richards, has also had a bad week—home, kids, you name it. In every class she has had so far, students have seemed to be out of control—talking back, unprepared. She is fed up.

Ms. Richards asks Mick where his books and homework are. He says, "Who cares?" One thing leads to another, and Ms. Richards tells Mick to go the principal's office.

Mick finally explodes and tells Ms. Richards, "Just because you're the teacher doesn't mean you control my life. No one else has their stupid books anyway! I'm history!" He leaves, slamming the door behind him.

When the principal asks what happened, Mick says, "It wasn't my fault."



STUDENT

1. Is Mick's situation (landing in the principal's office) an example of internal or external control?

2. Are the things Ms. Richards is responding to in her life under internal or external control?

3. Did Mick or Ms. Richards have other choices? If so, what were the choices?

4. What advice do you have for Mick? for Ms. Richards?

LESSON 3

THE ART OF PREDICTION

Objectives

Students will be able to explain why prediction is an important life skill.

Students will be able to predict the outcomes of real-life decisions in their own lives.

Time

One or two class periods.

Overview

This lesson is designed to improve students' ability to predict the outcome of their behavior. Students begin by playing prediction games to practice prediction skills. They design a prediction experiment to practice predicting the behavior of others. Students then apply these skills to themselves.

Teacher Materials and Preparation

HAVE:

✓ Overhead projector.

✓ Enough dice so that every pair of students will have one die.

COPY:

✓ **Prediction Questions** worksheet, one for each student.

✓ **Prediction Experiment** worksheet, one for each student.

MAKE:

✓ Transparency of **Prediction Experiment** ***Example***.

REVIEW:

✓ **Teacher Background Information** to develop prediction game(s) based on your content area.

Key Information

The first sub-skill for developing appropriate internality is predicting. Without a sense of predictability, life is perceived as a series of random events that are uncontrollable. The more skilled students become at predicting the results of their behavior, the better able they are to make responsible choices.

Procedure

■ Play a game with dice to introduce the concept of predicting. Divide the class into teams of two, giving each team one die. For ten consecutive rolls, one partner predicts a number while the other throws the die. Tell students to record the number of successful predictions.

Partners then switch roles and roll the die ten more times. Repeat this process for three or four cycles, if time allows. When finished, ask each partnership to report the number of successful predictions.

■ Develop a prediction game based on your course content. The predictions should require a moderate level of challenge that increases as the game goes on. See **Teacher Background Information** for sample prediction games for five different classes: English, social studies, science, health and math.

The predictions can be processed through class discussion, as written assignments or in small groups. Every prediction should be accompanied with the reasons for making it.

If you teach a subject not covered in the examples, use the examples as models and design similar games for your content area.

■ Distribute the **Prediction Questions** worksheet. Review the examples with the class. Encourage students to add questions of their own. Tell students to choose a question to use for their own prediction experiments.

■ Distribute the **Prediction Experiment** worksheet. Tell students they are going to design a simple prediction experiment. Show students the **Prediction Experiment *Example*** transparency.

When students have had time to complete the assignment, collect and review the worksheets. Ask for volunteers to describe their experiments to the class.

Review the results of the dice game played earlier. Ask what difference there is between predicting a random occurrence and predicting human reactions.

Ask students to answer these questions and discuss their answers:

- Which was easier to predict, the results of throwing dice or your experiment?
- Why do you think so?
- How is predicting what people will do different than predicting what dice will do?
- How is it the same?

Evaluation

Have students write a paragraph describing how prediction could be a useful skill in their life.

Ask students to record in their journals their predictions for at least ten decisions they will make over the next month, using the **Prediction Experiment** worksheet as a model. Some predictions might require a long time before final conclusions can be reached. An interim evaluation comparing predicted results to actual results can be used.

Teacher Background Information
PREDICTION GAMES

■ *English*

- Students read three-quarters of a short story and then predict the ending. This will work best if all students read the same short story. After students finish reading the story, they can write an evaluation of how accurate their predictions were.
- When students have finished reading a novel, suggest a major change in the story line.

  Examples: What if Huckleberry Finn learned how to read? What if Madame Defarge in *A Tale of Two Cities* had been caught and killed by the French Army?
- Students write their own short stories without endings. They share the stories in groups of three. Individuals write short endings for the two stories that were not their own. Compare results to see how similar the predictions were.

■ *Social Studies*

- Realign the world. In small groups, students predict the results of new world alliances. You can prepare a few scenarios in advance or let the students make up their own. Students should not predict the results of their own scenarios.

  Examples: Canada and Mexico form a trade and military alliance to become the dominant North American force. Japan and China form an Asian economic alliance, with China providing an inexpensive workforce to build Japan's high-tech products. France and Germany withdraw from NATO and the Common Market to form their own military/industrial organization.
- Re-create history. Ask "what if" questions by changing historical situations.

  Examples: What if England had not survived the Blitz? What if the American Indians rejected Manifest Destiny and stopped the settlers at the Mississippi? What if Napoleon had beaten Russia? What if Jesse Jackson had been elected president? What if the earth were really flat?
- Predict the future. Choose current situations related to economic, political or environmental issues, and ask students to predict what is going to happen.

  Examples: Who will the Democrats choose as their next presidential candidate? Will the national debt ever be eliminated? How will America satisfy its energy needs without destroying the environment?

■ *Science*

- Experiments: Ask students to predict the results of various scientific experiments.

Examples: What will happen if we drop a 5-pound weight and a 50-pound weight from the roof at the same time? What will happen if we mix red and blue paint? How about red and blue light? What will happen if we send an electric current through aluminum, steel, copper, nickel, etc.?

- Re-create science history. Invent changes in the development of science, and have students predict how the world would have changed.

  Examples: What would the world be like if gasoline-fueled engines had never been invented? What would happen if the human life span were increased to two hundred years? What if people could only see in black and white?

- Think like a scientist. Students pretend they are expert scientists asked to determine outcomes to modern scientific dilemmas.

  Examples: As a biological scientist, what do you think will happen if genetic engineering of plants and animals is greatly increased? As a space environmentalist, what is the best way to colonize the moon? As a surgeon, what will be the next major surgical repair procedure to be developed?

■ ***Math***

- Predict the answers to problems before calculating them.

  Examples: Guess what 345 x 19 equals. Guess what the square root of 190 is. Quickly guess which is more: 3 + 7 + 80 or 5 + 10 + 78.

■ ***Health***

- Predict the outcomes of problems related to human sexuality.

  Examples: What would happen if two teenagers were engaging in sexual intercourse without using contraception? What would happen if this same couple used protection most of the time, but not always?

- Predict the outcomes of problems related to drug use.

  Examples: What would happen if cigarettes were made illegal? What about tobacco? What would happen if all drugs were legalized? What would happen if people lost the right to drive if they were arrested for drunk driving?

- Predict nutrition-related outcomes.

  Examples: What would happen if vegetables were not a part of your diet? What would happen if your diet consisted only of high-sugar, high-fat foods?

STUDENT

Prediction Questions

Directions: Read the following examples of possible questions for prediction experiments. Use the blank lines to write your own ideas for prediction questions.

? How can I make my mother smile?

? How can I get my brother to do a chore for me?

? How will people react if I wear an outfit that's totally different from what I usually wear?

? How will strangers react if I give them an unsolicited review of a current movie?

? How will an elderly person react if I try to help him or her cross a street?

? What would a merchant do if I paid for a purchase of $15.00 with pennies?

? How will my teacher react if my homework is done on time?

? What would the principal do if I wrote her or him a thank-you letter for doing a great job?

? How will my father or mother react if I do my chores without being asked?

? How will my boyfriend react if I ask him if we can study at home next Friday night?

? How will my grandfather react if I call him just to say, "I miss you"?

? _____

? _____

? _____

? _____

? _____

? _____

? _____

? _____

STUDENT

Prediction Experiment

Directions: Use this worksheet to plan a prediction experiment. Record the results of your experiment, and evaluate your predictions.

1. Name your experiment:

2. Ask a prediction question:

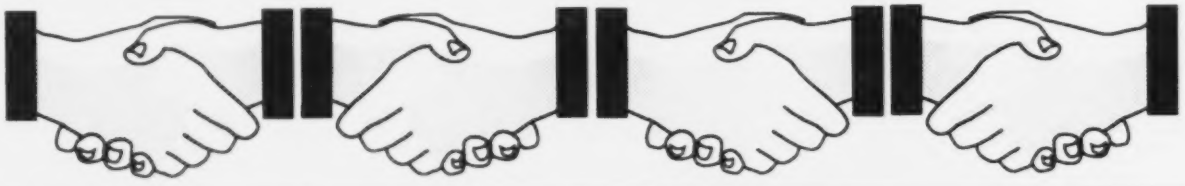
3. Procedure:

4. Predict the answer:

5. Give reasons for your predictions:

6. Collect the data:

7. Evaluate your prediction:



TEACHER

Prediction Experiment

Example

Directions: Use this worksheet to plan a prediction experiment. Record the results of your experiment, and evaluate your predictions.

1. Name your experiment:
   The surprise handshake

2. Ask a prediction question:
   What will happen if I shake hands with my left hand?

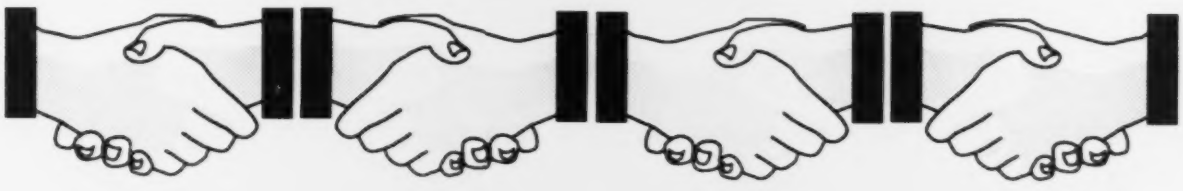
3. Procedure:
   Shake 20 people's hands, half men, half women, using my left hand.

4. Predict the answer:
   Men will pull away and ask what's wrong. Women will shake with their left hand and say nothing.

5. Give reasons for your predictions:
   Men are more interested in being right. Women are more interested in accepting people as they are.

6. Collect the data:
   a. Five men didn't use their left hand.
   b. Five men shook with their left hand.
   c. Five women didn't use their left hand.
   d. Five women did use their left hand.

7. Evaluate your prediction:
   I was wrong about both men and women.



LESSON 4

TAKE TIME TO PLAN

Objectives

Students will be able to explain why planning is an important life skill.

Students will be able to evaluate and redesign their plans.

Time

Two class periods, or one class period and a homework assignment.

Overview

This lesson is designed to teach students how to develop plans to change desired behaviors or to achieve desired goals. Students use worksheets to develop plans. They report the results of their plans in class discussions and written summaries.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Pen for marking on transparency.
- ✓ Chalkboard or easel with large sheets of newsprint.

COPY:

- ✓ **Planning** worksheet, one for each student.
- ✓ **Contingency Planning** worksheet, one for each student.

PREPARE:

- ✓ Try to use the **Planning** worksheet yourself before teaching it. List any problems you think your students might have with the planning process, based on your experience. (This is an example of contingency planning.)

MAKE:

- ✓ Transparency of **Predicting and Planning**.
- ✓ Transparency of **Planning** worksheet.
- ✓ Transparency of **Best-Made Plans....**

REVIEW:

- ✓ **Teacher Background Information**.

Key Information

The second skill related to developing an appropriate internal locus of control is planning. (The first skill was predicting, addressed in Lesson 3.) The more effectively students can make and evaluate plans, the more likely they are to change behaviors. Teaching students to plan gives them control over the changes they wish to make. Students, like adults, rarely make long-term changes unless they want to.

Procedure

■ Begin by relating the skills of predicting to the skills of planning. Ask students to respond to the question "How do predicting and planning influence each other?" The **Predicting and Planning** transparency offers one answer, although different student answers may be just as accurate.

Show the transparency **Predicting and Planning**. Don't try to lead students to this answer, but offer it as another possibility. Read the text aloud, and discuss the importance of both predicting and planning.

■ Show students a transparency of the **Planning** worksheet. Review the planning steps described on the worksheet.

Ask a student to volunteer a real-life, short-term goal. The following are some possible goals:

- Earn enough money to buy a new cassette.
- Finish a school assignment.
- Plan a surprise for a friend or relative.
- Finish a task that has been put off for a long time.

The following are some examples of goals that would fit in with a health class:

- Limit myself to one sweet snack a day for a week.
- Talk with my parents without getting angry at least once this week.
- Talk to my parents about sex.
- Begin a three-times-a-week exercise program.
- Avoid a party where alcohol may be in use.

Work with the student volunteers through the first two steps of the model, recording the steps on the transparency. Encourage class discussion about the process.

■ Distribute the **Planning** worksheet. Tell students to decide on a short-term goal similar to the examples discussed. Tell them to use the worksheet to develop a plan. Emphasize that the goal they choose should be attainable within a two- or three-day period, no longer than a week.

Some students may say they have no goals or that they do not have the ability to meet any of their goals. This response may indicate a student who does not wish to share or is not motivated by the lesson. Prompt the student with cues, hints or probing questions to help him or her find at least one or two goals.

Example:

Student: I don't have any goals.

Teacher: What are you going to do after school today?

Student: Hang out at the gym.

Teacher: Are you going to play ball?

Student: Yeah. Sure. I guess.

Teacher: Do you want to win?

Student: I always play to win.

Teacher: Then you have three goals for after school—to get to the gym, to get in a game and to win. What do you think of that?

Student: That's pretty cool.

With caring help, every student who wants to identify a goal can do so.

Remember that the success of the plan is not related to the success of the assignment. Failed plans are a positive learning activity. (This will be discussed in more detail in Lesson 5, *Learning from Mistakes*.) Be sure students understand that they will not be judged on how well the plan works, as there is no way to guarantee that any plan will work.

■ Introduce the concept of contingency planning. Contingency planning is the process of predicting possible roadblocks in completing the plan and developing ways to avoid these roadblocks. Use **The Best-Made Plans...** transparency to introduce this concept.

Let the class brainstorm alternative strategies for each roadblock. The strategies should enable the student to meet the goal.

■ Allow students time to work through their original plans. Then ask them to report on how the plans worked. Ask for a student volunteer whose plan was not successful. Emphasize that this does not reflect negatively on the student.

Example of a Failed Plan:

Goal: To earn enough money to buy a new Walkman.

Steps: Ask my mother and my uncle for some odd jobs to earn the cash.

Results: No one had any extra cash or any jobs they'd pay for. I'm not working for free.

List on the chalkboard any roadblocks that interfered with the successful completion of the plan. Ask students to brainstorm strategies to deal with these contingencies. Modify the plan, so that it can be tried again with a greater chance for success.

■ As a classroom activity or a homework assignment, distribute the **Contingency Planning** worksheet. Point out the new step (Step 3) that has been inserted into the planning steps.

Tell students to develop a plan either to solve a real problem or to change something that they do. Use the **Contingency Planning *Example*** as a guide.

About a week later, ask students for a progress report on how well the plans are going. If students are having trouble with either expected or unexpected roadblocks, the class can brainstorm possible solutions and suggestions.

■ Two weeks later, ask students to write a brief summary of how effective their plans were. Be cautious about collecting the actual plans or asking for information students may feel is too personal to share. Summaries can be used to check on the assignment without the risk of personal disclosures.

Evaluation

Have students write a paragraph in their journals that explains why planning is an important part of life. They should include in this explanation how planning relates to responsibility.

Tell students to use last two steps of the **Contingency Planning** worksheet to evaluate and redesign their plans. This can be done in their journals. Tell students to keep a record of two or three additional uses of the planning process.

Teacher Background Information
PLANNING

When students break classroom rules, planning how to avoid the behavior in the future is the best possible consequence. Punishments like writing names on the board or assigning detention may achieve short-term behavior change, but they only serve to make things worse in the long run.

Planning is not typically perceived as an easy or pleasant activity, but its bad reputation is undeserved. Most of the negative connotations of planning are related to planning for others, to satisfy others' needs and desires. School-based long-range strategic planning falls into this category. Even though teachers know this type of planning is part of the job, they often hate doing it.

Contrast those feelings with feelings about planning that is self-generated or done to meet personal goals. The use of shopping lists, recipes and self-generated to-do lists are examples. Plans are tools that help us solve problems, reach goals and have more fun in life.

Note to the teacher: This lesson is congruent with the Discipline with Dignity program (Curwin and Mendler, 1988). Critical thinking and decision-making skills are related to planning skills. Some educators would even say they are different names for the same concept. If you are using or intend to use any of the prepared curricula in these areas, they will go hand in hand with the planning lesson presented here.

If you are using or wish to use the Discipline With Dignity program, this lesson should be taught at the beginning of the school year. When students break rules, let them develop a plan to change what they are doing.

TEACHER

Predicting and Planning

The better you are at predicting, the more effective you will be at planning. Plans are based on insight into the future. For example, a football coach bases the game plan on predictions of what the other team will do. Leaders of countries do the same on the political football field.

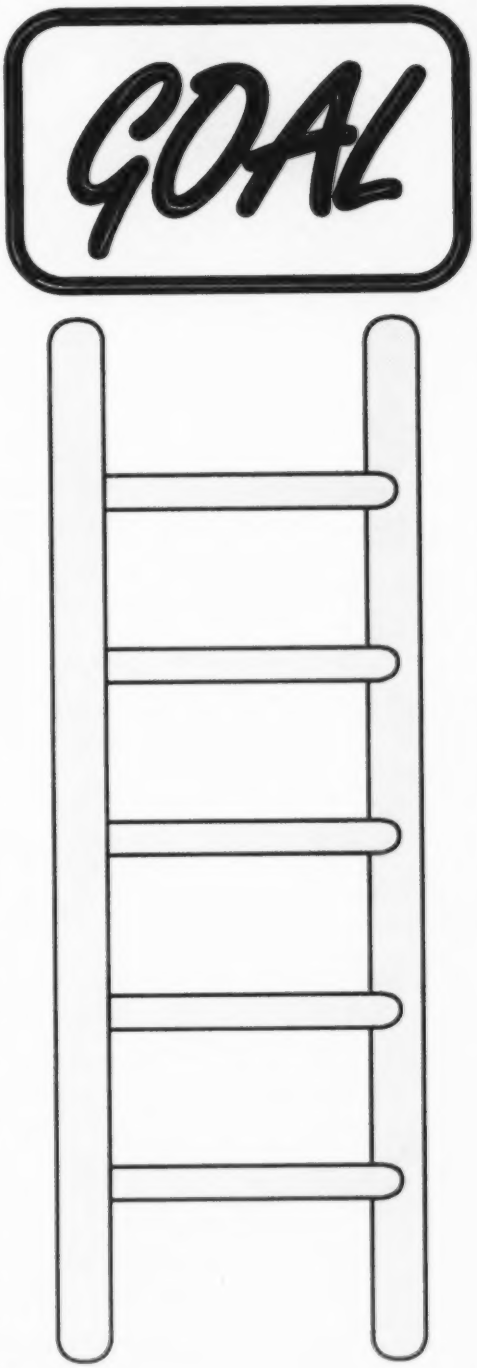
• • •

Planning is a way to make predictions come true. Plans make goals become reality by providing ways for the goals to be achieved.

STUDENT

Planning

Directions: Use this worksheet to develop a plan to achieve a short-term goal. These should be goals you can complete in about two to three days, no longer than a week. Record the results of your plan.



1. State your goal as simply as possible.

_____

_____

_____

_____

2. State the specific steps for achieving the goal. Steps work best when they are specific, small and clear. They often are accompanied with dates, times, places and conditions.

_____

_____

_____

_____

3. State the results of the plan.

_____

_____

_____

_____

4. If the goal was not met, state new steps that will be successful.

_____

_____

_____

_____

TEACHER

The Best-Made Plans...

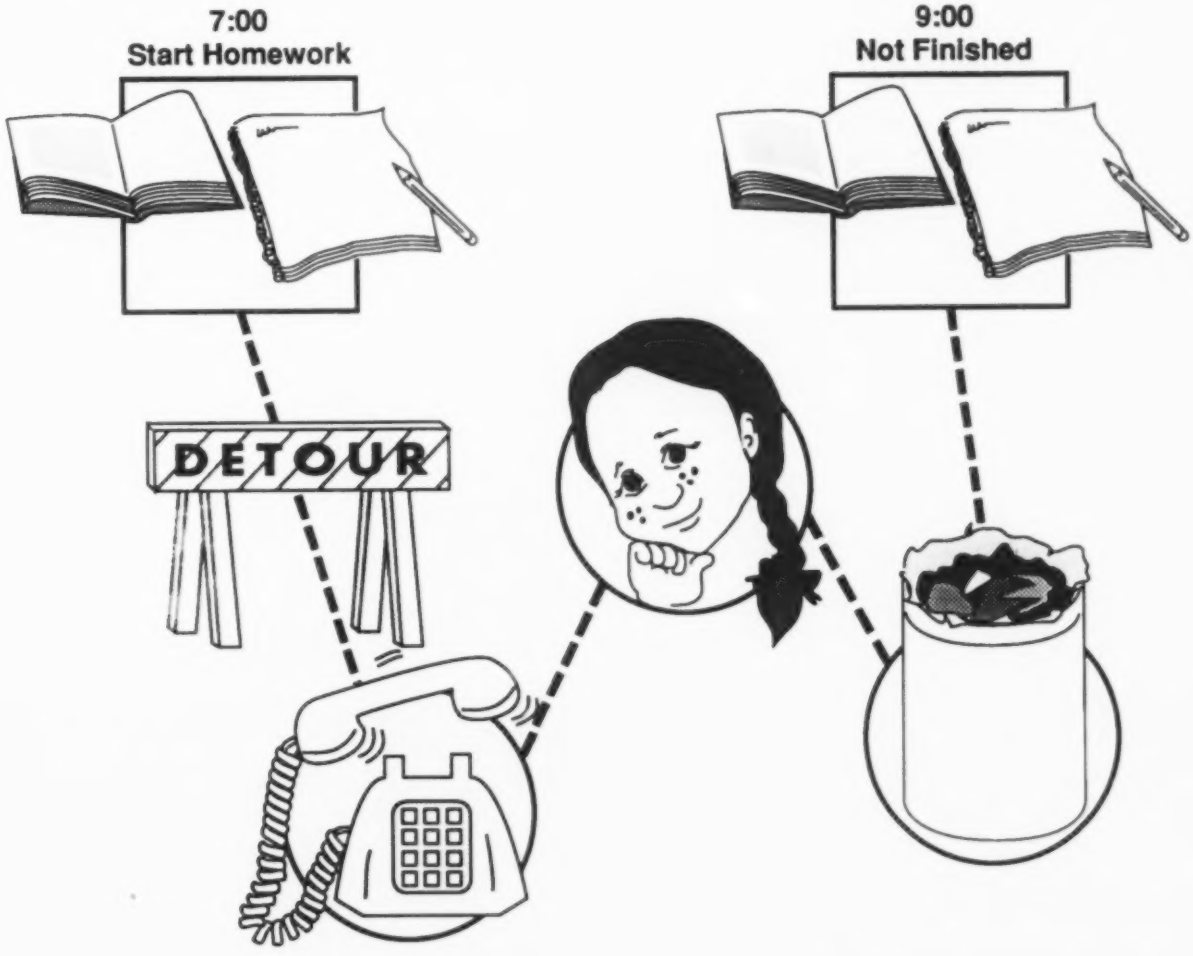
Goal—to finish my history report

Steps:

1. Save the time block of 7-9 p.m. to do it.
2. Work on the dining room table.
3. Have all my necessary books, resources, notes, pen and paper.

Contingencies (possible roadblocks):

1. A phone call eats up the time.
2. My younger brother or sister annoys me constantly.
3. My parent insists that a chore such as taking out the trash be done immediately.



STUDENT

Contingency Planning

Directions: Use this worksheet to develop a new plan to achieve a short-term goal. Record the results of your plan.

1. State your goal as simply as possible.

2. State the specific steps for achieving the goal. Steps work best when they are specific, small and clear. They often are accompanied with dates, times, places and conditions.

3. List possible roadblocks and strategies that can be taken to overcome them.

4. State the results of the plan.

TEACHER

Contingency Planning

Example

Directions: Use this worksheet to develop a new plan to achieve a short-term goal. Record the results of your plan.

1. State your goal as simply as possible.
   To fight less with my younger sister.

2. State the specific steps for achieving the goal. Steps work best when they are specific, small and clear. They often are accompanied with dates, times, places and conditions.
   a. When she does something that annoys me, I will close my eyes for ten seconds without talking.
   b. I will leave the room and write down how I feel on a piece of paper.
   c. I will wait until I have cooled down and then tell her that I didn't like it when she.... I will also tell her that I am not criticizing her, but only sharing my feelings. This is what people who love each other do.

3. List possible roadblocks and strategies that can be taken to overcome them.
   a. Roadblock: I won't be able to control my anger well enough to do even the first step.
   Strategy: I will reward myself with something I like if I can do it (an ice cream cone).
   b. Roadblock: I will be in a place with no escape, like a car.
   Strategy: I will do the first step and then tell her how I feel right away.

4. State the results of the plan.
   a. Fewer fights with sister.
   b. Fewer fights with parents.
   c. Less stress at home.
   d. More free time.

LESSON 5

LEARNING FROM MISTAKES

Objectives

Students will be able to identify strategies to learn from their mistakes.

Students will be able to describe how they block themselves from learning from mistakes.

Time

One class period, and additional time for the evaluation activity two weeks later.

Overview

This lesson teaches students how they can learn from their mistakes by being nondefensive and open to self-reflection. The lesson can be applied to failed plans (from Lesson 4) or to any situation that turns out worse than expected. A worksheet and group discussions help students understand blocks to learning from mistakes. Roleplays allow students to apply their knowledge to real-life situations.

Teacher Materials and Preparation

HAVE:

✓ Chalk and chalkboard or butcher paper and markers.

COPY:

✓ **Blocks to Learning** worksheet, one for each student.

✓ **Consulting Firms** worksheet, one for each group of three students.

PREPARE:

✓ Some examples of your mistakes or the mistakes of famous people. (See Procedure section for more detail.)

REVIEW:

✓ **Teacher Background Information**.

Key Information

Making mistakes is not necessarily a bad thing to do. Significant learning occurs through mistakes if they are examined nondefensively and with minimal guilt or embarrassment. Many of us, as we grow older, find that life's greatest lessons come from our mistakes. One way that responsibility differs from obedience is in the emphasis on understanding how our actions affect others. Making mistakes allows us to deepen our understanding of human feelings and behaviors.

Procedure

■ Introduce the concept of learning from mistakes. Tell students about two or three mistakes you made in your life and what you learned from them. If this is too risky for you, use either real or fictional famous people.

Examples: Richard Nixon learned not to tape everything he says. Napoleon learned not to wage war on two fronts at the same time. Ben Johnson learned that taking steroids kept him from winning a gold medal—and setting a new world record—for running at the '88 Olympics. Singers Boy George and David Crosby learned that using drugs hurt their success in the music industry. Have students brainstorm some mistakes they made before age 14 and what they learned from the mistakes. List the lessons on the chalkboard or butcher paper.

Optional: Ask students to rate how important these lessons in life were in their development as teenagers.

For example, a student may say that by spilling his or her drink, he or she learned not to talk and drink at the same time. This might be rated very low as a life lesson (or very high if the student has a sense of humor).

Perhaps a student told a lie to her or his parents. She or he may have learned it works out better for practical, as well as moral, reasons not to lie to parents. This might be rated as a very significant lesson.

■ Divide the class into triads. Ask students to share with their group a recent lesson they learned from making a mistake. Have each group report any interesting examples back to the full group, but only with the permission of the student involved or anonymously.

■ Explain to the class that it is possible to make mistakes and not learn from them. Distribute the **Blocks to Learning** worksheet. Ask students to discuss in their groups how each block interferes with learning from mistakes.

Ask a representative from each group to share with the class a response to one of the ten blocks to learning. Ask the students if they can add any more blocks to the list.

Students should record in their journals at least one strategy that they are willing to try to overcome each block.

■ Distribute the **Consulting Firms** worksheet. Add some situations of your own if you like. The best are not preachy nor too obvious (e.g., I didn't use protection and now I'm pregnant). Try to tailor them to your student's real-life concerns.

Tell students that each group is to become a consulting firm. Tell groups to invent creative names for their companies. Then each group should choose one of the situations to roleplay in front of the class.

Invite one group at a time to present a scenario from the worksheet. As part of their presentations, tell groups to first discuss for five

minutes the advice they would give the client, then make a final recommendation to the class.

Evaluation

Tell students to watch themselves carefully over the next two weeks and notice any mistakes they make during this period. Suggest they use the strategies they noted in their journals for overcoming blocks to learning to learn from these mistakes.

Tell students to record in their journals how well the strategy worked and what they learned. At the end of the two-week period, ask students to share what they learned by looking at their mistakes.

Teacher Background Information
LEARNING FROM MISTAKES

A previous lesson emphasized the importance of planning. Care was taken to point out the difference between a failed *plan* and a failed *assignment.* It is unfortunate that the only word we have in our language for trying something that doesn't work is failure.

Likewise, calling a plan that doesn't work a "mistake" is a misnomer. However, this lesson can be used to show the positive things we can learn from plans that did not produce the desired result.

Some students may not believe that they can learn from their mistakes. Often these are at-risk students. In particular they may be low achievers, they may be using drugs or thinking about dropping out of school. Sometimes, these students may not even be willing to perceive that they make mistakes.

Do not exclude these students from this or similar activities. By excluding them, you would, in effect, be reinforcing the negative image they have of themselves. They have to be given the same opportunities as everyone else in the class.

However, great care must be taken with these students to preserve their dignity and protect their self-esteem. It helps when they can see that everybody makes mistakes—their friends, their heroes, even their teachers. Make sure to include as examples people these students admire.

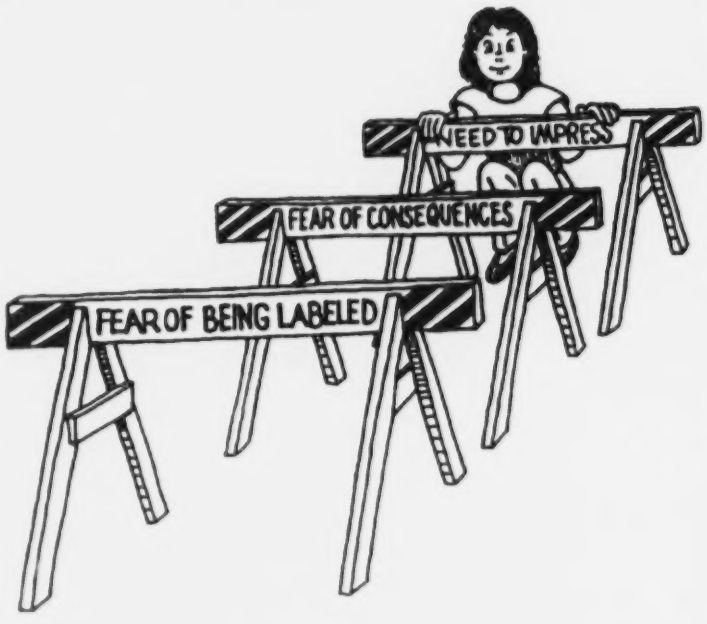
Note to the teacher: The TESA (Teacher Expectation/Student Achievement) studies strongly indicate that students pick up subtle clues from teachers about how well they are expected to do. They then perform to the expected level. We do a disservice to many populations of students by labeling them and diminishing our expectations of what they are capable of doing.

I believe it is far better to maintain high expectations (within reason) and offer support in meeting them (hints, cues, equal response opportunity, probes, teaming with other students, individualizing time frames, etc.). The more we lower our expectations, the further behind these students will get.

STUDENT

Blocks to Learning

Directions: Discuss with your group the following blocks to learning from mistakes. Explain how blocks interfere with learning. Offer some suggestions for overcoming blocks.



1. Need to avoid embarrassment
   How it interferes
   _____
   _____
   _____

   How to overcome
   _____
   _____
   _____

2. Need to avoid getting caught
   How it interferes _____
   _____

   How to overcome _____
   _____

3. Need to appear in control
   How it interferes _____
   _____

   How to overcome _____
   _____

4. Need to impress friends
   How it interferes _____
   _____

   How to overcome _____
   _____

STUDENT

5. Unwillingness to take the blame
   How it interferes _____
   _____
   How to overcome _____
   _____

6. Fear of consequences
   How it interferes _____
   _____
   How to overcome _____
   _____

7. Fear of losing relationships
   How it interferes _____
   _____
   How to overcome _____
   _____

8. Fear of being labeled
   How it interferes _____
   _____
   How to overcome _____
   _____

9. Unwillingness to admit that a mistake was made
   How it interferes _____
   _____
   How to overcome _____
   _____

10. Inability to accept responsibility for making the mistake
    How it interferes _____
    _____
    How to overcome _____
    _____

STUDENT

Consulting Firms

Directions: Choose one of the following situations to roleplay with your group. Begin your roleplay presentation with a five-minute discussion of the advice you would give someone in the situation. Remember to answer the question, "What do I have to learn from this?"

1. I borrowed my dad's jazz tapes and lost his favorite tape at a party.

2. I ran out of spending money two weeks early because I bought stuff I needed for a school project. Now I don't have bus money.

3. I got caught swearing in another language by a teacher who understood that language.

4. I told a guy to bug off before I realized he was a member of the toughest gang at school.

5. I spent a fortune to look great for this guy who finally asked me out, and he flirted with my best friend all night when we double dated.

6. I let my best friend copy my test. I got caught and she didn't.

7. I ate doughnuts for breakfast, cookies for lunch, potato chips for a snack and french fries for supper. I'm really sick.

8. I crashed my car when I was trying to kiss my girlfriend.

9. I took some lipstick from the store where I work. I didn't get caught, but the manager knows someone is taking stuff and now I'm scared.

LESSON 6

EFFECTIVE COMMUNICATION

Objectives

Students will be able to describe passive-aggressive and aggressive behavior.

Students will demonstrate direct communication in real-life situations.

Time

Two class periods.

Overview

This lesson is designed to help students learn the relationship between passive-aggressive and aggressive behavior and responsibility. Through brainstorming and roleplaying, students develop alternatives to these behaviors.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Pen for marking on transparency.
- ✓ Chalk and chalkboard.
- ✓ 3 x 5 cards or small pieces of paper, two for each student.

COPY:

- ✓ **Aggression Self-Inventory**, one for each student.

MAKE:

- ✓ Transparency of **Passive-Aggressive Behavior**.
- ✓ Transparency of **Aggressive Behavior**.
- ✓ Transparency of **Effective Communication**.

REVIEW:

- ✓ **Teacher Background Information**.

Key Information

Behaving responsibly means having the ability to express emotions in a healthy manner. Effective communication skills allow us to express our emotions in nonconfrontational ways. Students need to know that while it is okay and healthy to express *negatively-toned* emotions such as anger (there are no negative emotions), it is not okay to express those emotions any way they want.

There is danger, of course, in direct communication, even if it is conducted in a nonaggressive manner. This danger makes passive-aggressive behavior attractive. The danger is that recipients of our communication may not like what we say, may not understand it or may be threatened by it, regardless of how effectively it is expressed.

You may, for example, teach a student to express feelings directly to their source. If that student tells another teacher that he or she is bored, the student may pay for such honesty. Practice can minimize the risk.

Procedure

■ Introduce the concept of passive-aggressive behavior with an explanation based on the following definition:

Passive-aggressive behavior is an indirect expression of anger. When we are afraid that someone is more powerful than us or has the ability to hurt us, we are reluctant to show our anger because that person might get angry with us.

Show students the **Passive-Aggressive Behavior** transparency. Brainstorm with the class other examples of passive-aggressive behavior. List them on the transparency.

Pick out five or six of the more interesting examples. Ask students to comment on how they would feel if someone acted that way with them.

Discuss some of the possible benefits of passive-aggressive behavior (as opposed to direct expression of feelings) and some of the liabilities. List the benefits and liabilities on the chalkboard.

■ Tell students that passive-aggressive behavior is not the only ineffective way to express anger. Direct confrontation also causes serious communication problems. Show students the **Aggressive Behavior** transparency.

Brainstorm other examples of aggressive behavior. List them on the transparency.

■ Divide the class into groups of four or five. Assign one behavior listed on the **Passive-Aggressive Behavior** transparency to half the groups. Assign one behavior listed on the **Aggressive Behavior** transparency to the remaining groups. Tell groups to create a roleplay that depicts that behavior.

Tell groups that those who are not part of the roleplay are observers. Their job is to watch the roleplay carefully. Observers will take turns evaluating how realistic the roleplay was and what they would do in the situation.

■ Put students back into the full group, and distribute the **Aggression Self-Inventory**. Ask each student to list six situations when they were tempted to behave in an aggressive manner. Ask students to rank the situations from one to five. One is the most dangerous, five is the least.

Give each student two 3 x 5 cards (or pieces of paper). Tell students to list one of the situations from the worksheet on each card. Tell students not to put their names on the cards.

Collect the cards, shuffle them and read them one at a time to the class. After each card, ask the class to brainstorm ways to express their feelings in that situation without getting into a fight. Write the suggestions on the board.

■ Tell students that learning to communicate feelings directly is consistent with responsible behavior, which emphasizes accepting the consequences of our actions. When we learn to communicate effectively, many of the things we feared will never materialize, and relationships improve.

Show students the **Effective Communication** transparency. Tell groups to use these techniques to rewrite and replay their roleplays, replacing passive-aggressive techniques or aggressive behaviors with direct communication. After each roleplay, discuss with the class the most likely short-term and long-term consequences of each scenario.

Evaluation

Tell students to keep a record in their journals of ways they express anger for a two-week period. After each episode, they should answer the following questions:

- How did you express your anger?
- Did you use passive-aggressive techniques, aggressive behavior or direct communication?
- How did you feel when you expressed anger?
- What were the immediate consequences?

Teacher Background Information
PASSIVE-AGGRESSIVE BEHAVIOR

Sometimes it is easier to show our anger using indirect or passive techniques. Passive-aggressive behavior allows us to punish other people without having to take a stand and without being accountable for what we do. We usually behave this way when we think other people have the power to hurt us or when we are afraid to communicate directly.

We can be hurt by a direct confrontation in a variety of ways. For example, a parent can take away an allowance, deny love, lower her or his opinion of us or make us feel wrong. Passive-aggressive behavior appears safer because it is indirect.

But passive-aggressive behavior does more damage over time, as it only continues the battle. The target of this behavior usually resents it and fights back (either through direct confrontation or passive-aggressive techniques of his or her own).

Terrorism is a political example at the international level. Because terrorist groups are afraid to tackle bigger countries in direct confrontation (war), they hit and run (bombing an airline, for example) in what might be called passive-aggressive methods.

I am not in any way condoning or recommending war as an alternative to terrorism. I abhor both. However, the analogy holds, and the power of the image does help clarify why passive aggression is used and how it works. If countries agreed to communicate through negotiation (the essence of this lesson), perhaps both war and terrorism would become obsolete.

The terrorist analogy points out another danger of passive-aggressive behavior. People who engage in passive-aggressive behavior do so because they feel hopeless.

They perceive that they have only an either-or choice between passivity and direct aggression such as fighting, violence or verbal attack. They believe that other alternatives such as negotiation or compromise will fail. This lesson is designed to provide skills in other alternatives.

Some families or cultures highly value harmony over confrontation. In these cases, passive-aggressive behavior might, on the surface, appear culturally appropriate. However, there is a critical difference between seeking harmony and expressing anger through passive-aggressive techniques.

If your students have learned that the culturally accepted way to express anger and hostility is through passive-aggressive behavior, proceed slowly and carefully. You might try to meet with parent(s) and discuss the issue. Together, you might find ways to communicate to your students the difference between harmony and indirectly expressed aggression.

Passive-aggressive behavior often appears in the classroom. When embarrassed or threatened, students often use passive-aggressive techniques to punish the teacher. The teacher usually responds to the students' payback with more of the behavior that started the problem. The situation worsens as both sides struggle to maintain their dignity.

The best solution is for teachers to treat students with dignity at all times. However, this is a high standard that occasionally is not met. If students can communicate directly, there is a better chance that the cycle will stop before it gets up a full head of steam.

It is usually more helpful to tell people, as directly as possible, what we are angry about, what is bothering us and why. Being direct takes more courage. But in the long run, it makes us feel better, and it tells the target person exactly what we want.

See *Entering Adulthood: Balancing Stress for Success* and *Entering Adulthood: Connecting Health, Communication and Self-Esteem*, also available from ETR Associates/Network Publications, for more ideas on teaching effective communication skills.

TEACHER

Passive-Aggressive Behavior

- Silent anger
- Making a mess out of spite
- "Accidentally" bumping into someone
- "Accidentally" spilling something on someone
- "Accidentally" misplacing something that belongs to another
- Calling someone by an incorrect name
- Ignoring or pretending not to hear someone
- Talking behind someone's back
- "Forgetting" to do something you promised to do
- Doing what you were asked to do, but doing a bad job

TEACHER

Aggressive Behavior

- Calling someone names or swearing
- Hitting someone
- Throwing or breaking anything that belongs to someone else
- Refusing to help or cooperate when asked

STUDENT

Aggression Self-Inventory

Directions: List six situations when you were tempted to get into a fight—either verbal or physical. Using a scale from 1-5, rank each situation from most to least dangerous. Write the number of your ranking in the box for each situation.

1 = the most dangerous

5 = the least dangerous

☐ 1. _____

☐ 2. _____

☐ 3. _____

☐ 4. _____

☐ 5. _____

☐ 6. _____

TEACHER

Effective Communication

Active Listening

Restate the other person's words to show you understand what they said.

"I" Statements

State your own feelings.

"I feel angry when you..."

Explore Alternatives

Write how you feel on paper or in a journal.

Hit a pillow, doll or other symbolic object.

Write a hate letter, then rip it to shreds without giving it to the person.

Squeeze a towel while imagining it's the neck of the person who angered you.

LESSON 7

RULES, RULES, RULES!

Objectives

Students will be able to identify classroom rules for each other that promote responsible behavior.

Students will be able to identify classroom rules for the teacher that facilitate responsibility and respect.

Time

One class period, and additional time for the evaluation activity about one month later.

Overview

This lesson begins the process of developing a classroom community by having students develop rules for each other and for the teacher. Students work in groups to develop suggested rules, and the class votes for the rules to be accepted for use in the classroom.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Pen for marking on transparency.

MAKE:

- ✓ Transparency of **Unacceptable Rules**.
- ✓ Transparency of **Classroom Rules**.
- ✓ Transparency of **Rules for Teacher**.

REVIEW:

- ✓ **Teacher Background Information**.
- ✓ The section on contingency planning from Lesson 4.

Key Information

If the classroom is to provide an environment for learning, it is important that every member of the class not only follows the rules, but also has a voice in creating them. Students are more likely to follow all the rules when they have had real input into developing some of them.

You do not have to accept every rule developed by the students. Rules that might negatively affect the learning process or do not fit your personality or teaching style should be eliminated. However, students usually know what rules fit a given classroom environment, and they are perfectly capable of developing effective rules.

When students develop their own rules for the classroom, they are applying the principle of locus of control in a real-life situation. Thus, the classroom becomes a laboratory for learning responsible behavior.

Think of some examples of negative consequences for this activity, in case students have trouble thinking of their own. Think about what restrictions you might want to use as guidelines for rule making.

Procedure

■ Introduce the class to the concept of developing some of the classroom rules. Ask students to think of possible classroom benefits to the teacher and to students, if students contribute to the

classroom rules. Elicit as many benefits from the students as possible. Record the responses on the chalkboard.

Ask students to think of any possible drawbacks to their development of classroom rules. List these on the board.

Remind students of how contingency planning works. (Review this concept with them, if necessary. See Lesson 4.) Elicit suggestions for eliminating or minimizing the possible drawbacks by planning for contingencies.

■ Explain to students that you cannot accept every rule that is suggested. Give some restrictions as guidelines. Show the **Unacceptable Rules** transparency. Tell students these are examples of rules you would not accept.

■ Show students the transparency of **Classroom Rules**. Tell students these are examples of some possible rules. Divide the class into groups of four or five. Tell each group to think of three or four rules for all students to follow.

Explain that not every rule they create will actually be used. Students can be as creative as they want, as long as they truly believe their rules will make the classroom better for themselves and for you. If any of the contingency plans from Lesson 4 relate to the development of rules, point them out at this time.

After about 15 minutes, ask one group to share its rules. Add the new rules to the transparency. Ask a second group to report. Record any new rules on the transparency. Continue until all the groups have reported. You should have each of the rules (with no duplicates) recorded on the transparency.

Tell students that they can select three or four rules for the class. Ask any student who wishes to make a case for or against any rule to do so, allowing one or two minutes.

Vote on the rules. Tell students they can vote, using a show of hands, for as many rules as they want. The three or four highest vote-getters will become the rules of the class. (Although more rules might apply, it is difficult to handle more than four.)

■ Show students the **Rules for Teacher** transparency. Explain that although it may sound a bit strange, you are going to give

students a chance to think of a few rules for you to follow in the classroom. (Students are usually highly motivated by anything teachers do that is strange as long as it doesn't threaten student safety.)

Ask students if they have any questions about the goal. Tell each group to think of three or four rules for you. Explain that all you want are rules, not consequences.

(The number of rules is not etched in stone. About ten years of experience with this technique indicate that three to four rules is typical of most teachers who try it. Feel free to use the number that is most comfortable for you.)

After about 15 minutes, ask one group to share its rules. Add the new rules to the transparency. Ask a second group to report. Record any new rules on the transparency. Continue until all the groups have reported.

Return the class to the large group. Ask if anyone can spot a rule that violates your list of restrictions. Cross off the list any rules the students find. Once the students have finished, go through the list yourself and eliminate any that you cannot live with, explaining your reasons. *Do not eliminate all of the rules.*

If there are more than three or four rules left on the list, either choose your three favorites, or if they seem equally appealing to you, let students vote on their three favorites. You can also mix and match; you select two, and the students select two. By the end of the process, you should have three or four rules that you will feel comfortable following.

■ Tell students to record the classroom rules in their journals. Explain the consequences for breaking either the rules for students or for the teacher.

Evaluation

Tell students to record in their journals the results of the rules the class selected, both positive and negative, for a one-month period. In one month's time, ask students to share their opinions. Based on what they have learned about the rules, allow them to modify, eliminate or add to the list of rules.

Teacher Background Information
RULES FOR A CLASSROOM COMMUNITY

Some teachers do not feel comfortable allowing students to think of classroom rules. My experience is that when students have a say in the rules, they feel more involved in the classroom dynamics and feel more empowered by the system. Everyone wins. If you have doubts, I suggest you give this a try. If you are sure this activity is not for you, then skip it.

Think of your reasons for having students develop rules for the classroom. You may not use these reasons, but the process will help you effectively teach this lesson.

Your reasons should be a personal statement, not a philosophical one. Draw on the sense of community in the classroom you are working to create.

One of the best ways to teach responsibility is to provide a model of it. A unique and effective technique for modeling responsibility is to allow students to develop rules for the teacher. As with the student rules, you do not have to accept every rule that the students develop. The typical rules that students want their teachers to follow are counterparts to what is asked of them.

Giving students the right to develop rules for the teacher does not lead to loss of control or chaos, even though it may seem that way at first glance. It goes a long way toward developing a sense of responsibility in the class, and in the long run, it makes teaching easier.

Teachers who have used this component from the *Discipline with Dignity* program report positive results that are meaningful and change the focus of the class to one of mutual respect based on shared experience.

I strongly suggest that you are responsible, not the students, for the consequences of breaking a rule selected for you. The best response is the same for students: develop a plan (in writing or orally) to change your behavior, and present your plan to the class. Once again, this technique allows you to model a behavior you expect from your students.

I suggest you intentionally break one of the student rules for you within the first two weeks of class. Let the students catch you. This provides a perfect opportunity for you to model the behavior that you expect from the students when they are caught breaking a classroom rule.

TEACHER

Unacceptable Rules

Rules that violate school and class rules.

Rules that are against the law.

Rules that violate my values.

Rules that interfere with my goals and/or style of teaching.

TEACHER

Classroom Rules

- No copying.
- No putdowns.
- No interrupting when another is speaking.
- No pushing or shoving in line.

TEACHER

Rules for Teacher

- No drinking coffee in class.
- Be in class on time (not talking in the hall when the bell rings).
- Hand homework back on time.
- No putdowns.
- Do not embarrass a student in front of the rest of the class.

LESSON 8

THE CLASSROOM AS COMMUNITY

Objectives

Students will be able to identify elements of a classroom community.

Students will synthesize an approach to make their classroom more of a community.

Students will demonstrate personal commitment to the classroom as a community.

Time

Two class periods.

Overview

This lesson is designed to help students think of their classroom as a community. Through various small group activities, voting techniques and group development activities, students bring their ideas into action.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Pen for marking on transparency.
- ✓ Newsprint or butcher paper and markers.

MAKE:

- ✓ Transparency of **Community**.

Key Information

A sense of responsibility is increased when students feel that they are active members of a community. When a classroom is only perceived as the teacher's or the school's, there is little commitment to a sense of responsibility for making it work. This lesson will help create that sense of community.

Students will explore the elements of a community in each of the following categories: family, club, gang, town, state, country, planet, solar system. There are many school-based community groups that can be used as examples, including sports teams, tutoring groups and programs for teenage mothers. (You may not need these examples, but if the students have trouble, you can use your list as examples.)

Procedure

■ Ask students what the word *community* means. Ask for characteristics, benefits or any other traits that define community. Show students the **Community** transparency.

Record students' ideas about community on the transparency.

Tell students that your classroom can also be thought of as a community. Examine the lists on the transparency, and circle any characteristics of community that are true for a classroom.

■ Divide the class into groups of four or five. Ask each group to take ten minutes to think of what they can do to make the classroom more of a community than it currently is. Tell groups to think about contributions that anyone in class might make, not only their own personal ones.

Examples of possible contributions include the following:

- Bring in posters for the wall.
- Take turns bringing in snacks one day a week.
- Help collect homework.
- Set up a tutoring or study group so students can learn from each other.
- If a new student is being picked on by a bully, escort him or her around school.
- Correct each other's homework.
- Establish a support group to talk over common problems.
- Publish a newsletter for parents and administrators about what is being learned in class.

After ten minutes, ask groups to think of anything you as the teacher can do to make the classroom more of a community, based on the circled characteristics on the transparency. Allow ten minutes.

■ Ask groups to share their ideas for student contributions. Record the responses on butcher paper or newsprint. Continue until all groups have reported. Record each new idea on the paper.

Follow the same procedure for the ideas for you, the teacher.

Have students vote on the first set of ideas. Use 75 percent of the students as the deciding vote for either yes or no. This ensures that only the most popular ideas are chosen.

Select two to four of the ideas for you that you wish to incorporate into the classroom culture. (You may allow the students to vote on their favorite two to four ideas.)

■ Then ask students to leave the small groups and write in their journals about what they can do as individuals to make the classroom more of a community.

■ Divide the class into new groups, matching the number of groups to the number of ideas on the student list. Tell groups to use the planning skills from Lesson 4 to plan ways to make the ideas come to life in the classroom. Review these skills as appropriate.

Allow some class time over the next week or two for groups to complete their assignments. While students are working, you can

also be looking for ways to incorporate the ideas for you into the classroom.

At the end of the development period, have groups make a presentation of their suggestions. Have the class vote yes or no on each group's suggestions. Use the 75 percent standard to determine which suggestions are accepted.

Present your suggestions on your ideas.

Over time, you can incorporate the accepted ideas into the way you and the students relate to each other in the classroom. This can be done as part of your everyday teaching, or as part of a bi-weekly or monthly class devoted to community process.

Evaluation

Ask students to record their individual ideas of community in their journals. Tell them to keep a record of how effective they are at actually putting their ideas into action in the classroom.

On one piece of butcher paper, have students write a personal pledge that demonstrates their commitment to the classroom as a community.

***Example*:**

"I, _____,
(name)
pledge to _____ to support
(activity)
my peers in this class."

Mount the butcher paper in the classroom and encourage students to read the pledges of others.

TEACHER

Community

School

Friends

City/Town

State

Country

Planet

Solar System

86

REFERENCES

Curwin, R. L. and Mendler, A. N. 1988. *Discipline with dignity.* Association for Supervision and Curriculum Development.

Bar-Tal, D. and Bar-Zohay, Y. 1977. The relationship between perception of locus of control and academic achievement. *Contemporary Educational Psychology* (April):181-199.

deCharms, R. 1968. *Personal causation: The internal affective determinants of behavior.* New York: Academic Press.

Dowaliby, F., Curwin, R. and Quinsland, L. 1984. Classroom structure and student participation: An aptitude by treatment interaction approach to instructional research for the hearing impaired. *American Educational Research Journal* 21:4 (Winter):807-824.

The Contemporary Health Series

Entering Adulthood **: Grades 9-12**	**Curriculum Unit TITLE#**	**Student Workbook TITLE #**
Living in Relationships	385	525
Understanding Reproduction, Birth and Contraception	386	526
Connecting Health, Communication and Self-Esteem	387	527
Preventing Sexually Related Disease	388	528
Coping with Sexual Pressures	389	529
Examining Drugs and Risks	390	530
Understanding Depression and Suicide	391	531
Balancing Stress for Success	392	532
Planning Life Directions	393	533
Developing Responsibility and Self-Discipline	394	534

All Curriculum Units are $19.95 each.
Student Workbooks are $2.95 each (quantities of 10 or more are $2.80 each.)

For more information or to order, contact:

Sales Department
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830

or call Toll-Free 1(800) 321-4407
FAX (408) 438-4284

Supplementary Classroom Pamphlets
Recommended for use with the *Contemporary Health Series*

Entering Adulthood - Grades 9-12

Curriculum Unit	Recommended Pamphlets:
# 386 Understanding Reproduction, Birth and Contraception	# 137 Birth Control Facts* # 101 Am I Parent Material? # 105 Talking with Your Parents About Birth Control
# 387 Connecting Health, Communication and Self-Esteem	# 156 Teen Success! # 123 Teen Esteem!
# 388 Preventing Sexually Related Disease	# 153 STD Facts* # 111 What Do We Know About AIDS? # 171 AIDS: Am I at Risk? # 161 Teens & AIDS # 173 Condoms & STD # 139 The Condom
# 389 Coping with Sexual Pressures	# 138 Deciding About Sex: The Choice to Abstain # 097 Sex? Let's Wait!
# 390 Examining Drugs and Risks	# 189 Drug Facts*
# 391 Understanding Depression and Suicide	# 155 Teen Stress!
# 392 Balancing Stress for Success	# 123 Teen Esteem! # 155 Teen Stress! # 156 Teen Success!

All pamphlets marked with an asterisk* are priced as follows:
50 for $17.50; 200 for $60.00; 500 for $125.50; 1000 for $220.00.

All other pamphlets are: 50 for $15.00; 200 for $52.00; 500 for $110.00; 1000 for $190.00.

For more information or to order, contact:

Sales Department
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830.

Call Toll-Free 1 (800) 321-4407
or FAX (408) 438-4284.

The Contemporary Health Series

Into Adolescence : **Grades 5-8**	**Curriculum Unit TITLE #**	**Student Workbook TITLE #**
Learning About AIDS	370	510
Enhancing Self-Esteem	371	511
Living in a Family	372	512
A Time of Change	373	513
Choosing Abstinence	374	514
Learning About Reproduction and Birth	375	515
Avoiding Drugs	376	516
Communicating Emotions	377	517
Becoming a Health-Wise Consumer	378	518
Making and Keeping Friends	380	520
Living Without Tobacco	381	521

All Curriculum Units are $19.95 each.
Student Workbooks are $2.95 each (quantities of 10 or more are $2.80 each.)

For more information or to order, contact:

Sales Department
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830

or call Toll-Free 1(800) 321-4407
FAX (408) 438-4284

Supplementary Classroom Pamphlets
Recommended for use with the *Contemporary Health Series*

Into Adolescence - Grades 5-8

Curriculum Unit	Recommended Pamphlets:
# 370 Learning About AIDS	# 174 The ABC's of AIDS # 161 Teens & AIDS: Why Risk It?
# 371 Enhancing Self-Esteem	# 122 Feeling Great!
# 373 A Time of Change	# 181 Menstruation Facts* # 182 Puberty Facts* # 188 Male Facts* # 193 Female Facts*
# 374 Choosing Abstinence	# 138 Deciding About Sex: The Choice to Abstain # 097 Sex? Let's Wait!
# 375 Learning About Reproduction and Birth	# 188 Male Facts* # 193 Female Facts*
# 376 Avoiding Drugs	# 189 Drug Facts*
#381 Living Without Tobacco	# 083 About Tobacco # 098 Cigarettes! # 095 Smokeless Tobacco!

All pamphlets marked with an asterisk* are priced as follows:
50 for $17.50; 200 for $60.00; 500 for $125.50; 1000 for $220.00.

All other pamphlets are: 50 for $15.00; 200 for $52.00; 500 for $110.00; 1000 for $190.00.

For more information or to order, contact:

Sales Department
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830.

Call Toll-Free 1 (800) 321-4407
or FAX (408) 438-4284.

About the Author

Dr. Richard Curwin has been a middle school teacher and a college professor in secondary education at San Francisco State University. He is the coauthor of *Discipline with Dignity, Taking Charge in the Classroom* and *The Discipline Book* with Allen Mendler. Dr. Curwin currently conducts training sessions in behavior management for teachers, administrators and parents throughout the United States, Canada, Europe and Asia. He is the father of three active teenage sons.

Reviewers of
Entering Adulthood: Responsibility and Self-Discipline

Brian Adams
Community Health Educator
Family Planning Council
of Western Massachusetts, Inc.
Northampton, MA

Hector Campos
Trainer
ETR Associates
Santa Cruz, CA

Kim DeAndrade, MEd
Teacher
Chelsea High School
Chelsea, MA

Joan Dentler, CFLE
Education Director
Planned Parenthood Cameron & Willacy Counties
Brownsville, TX

Joyce Fetro, PhD, CHES
Health Education Curriculum Specialist
San Francisco Unified School District
San Francisco, CA

Sonia Hinds, RN, MSN
Nurse Educator
Saint Elizabeths Campus
Washington, DC

Maria Natera, EdD
Educational Consultant
Natera & Associates
Aptos, CA

Ansa Ojanlatva, PhD, CHES
Consultant
Sacramento, CA

ABOUT THE BOOK: *Entering Adulthood: Developing Responsibility and Self-Discipline* uses 8 activity-based lessons to help 9th-12th graders make better life choices through understanding their own power and their role in creating what happens to them. Teachers and students practice "response-ability" skills, including: predicting outcomes, evaluating situations, planning effectively, learning from mistakes, communicating so people will listen, following rules, and making commitments. Through journal writing, group discussion, roleplays and other high-interest activities, teens begin the lifelong process of learning to act responsibly.

Entering Adulthood: Developing Responsibility and Self-Discipline

- can be used in any comprehensive life skills, health, or family life program
- allows students to practice skills that lead to responsible behavior
- demonstrates actions and consequences in a safe environment
- models ways to express emotions in nonconfrontational ways
- gives examples and strategies to help students transfer learning to the world outside school

ABOUT THE SERIES: The Contemporary Health Series covers critical health and family life topics in a sequence of modules with two curricular divisions: INTO ADOLESCENCE for middle school teachers and ENTERING ADULTHOOD for high school teachers. Each of the modules in a division is compatible with the others but may stand alone. Other ENTERING ADULTHOOD titles include: *Connecting Health, Communication and Self-Esteem; Coping with Sexual Pressures; Living in Relationships; Preventing Sexually Related Disease; Understanding Reproduction, Birth and Contraception; Balancing Stress for Success; Understanding Depression and Suicide; Examining Drugs and Risks;* and *Planning Life Directions.* Student workbooks, which include all the student activity sheets, are also available to supplement each unit.

Network Publications, a division of ETR Associates
Santa Cruz, CA

ISBN: 1-56071-018-7

Appendix 16

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991